



ELL Newsletter ~ Title III LEP/Immigrant Kentucky Department of Education Fall 2007



News! News! News!

1. CONGRATULATIONS to the 2007-2008 ELLA Teams!

Four regional English Language Learners Academies (ELLA) offering best practices and research based methods for teaching ELLs have begun and will continue throughout the fall (August-December 2007). Instructional teams from the following schools are engaging in learning experiences that advance their understanding and application of recommended instructional practices. This year eight trained Kentucky educators are taking the lead, collaborating with the Appalachia Regional Comprehensive Center (ARCC), the Kentucky Department of Education (KDE) and four site sponsors, Ohio Valley Educational Cooperative (OVEC), Southeast/Southcentral Educational Cooperative (SESC), Northern Kentucky Cooperative for Educational Services (NKCES) and Green River Regional Educational Cooperative (GRREC). **Our Kentucky trainers are Julester Bennett, Cathy Fernandez, Lisa Hillenbrand, Sonia James-Upton, Alec Johnson, Eduardo Mateo, Nichole Neuhard and Lea Steinle.**

OVEC-Shelbyville	SESC-Berea	NKCES-Cold Springs	GRREC –Bowling Green
Lafayette High LaGrange Elementary Maupin Elementary Myers Middle Shelby County High South Oldham High Southside Elementary	North Oldham Middle Oak Grove Elementary P. L. Dunbar High Russell Cave Elementary Shearer Elementary Shelby East Middle Whitley Central Intermediate Whitley Middle Wright Elementary	Crossroads Elementary H. Collins Elementary Harrison County High Holmes High Lindeman Elementary Ockerman Elementary Simpsonville Elementary	Barron County High Barron County Middle Calhoun Elementary J. E. Bazzell Middle McLean Middle Rangeland Elementary Shelby County West Middle South Green Elementary Warren County High

All materials will be provided to each team, supplemented by Title III funds for ELL programs. In addition, participants are receiving a \$125 stipend and six hours of EILA credit (administrators) for each of the four sessions. Applications for the 2008-09 ELLA will be released in April 2008 with a June deadline.

2. TITLE III COORDINATORS MEETING SET FOR OCTOBER 18, 2007 IN FRANKFORT

Title III/ELL District Coordinators meeting will be held from **8:00-4:00** in the **Transportation Building Auditorium** (next to Capital Plaza Tower) **Room C105, 200 Mero Street**. The agenda will include information on Title III Annual Measurable Achievement Objectives (AMAO) District and Consortium Reports, Office of English Language Acquisition (OELA) updates, WIDA news as well as conversations around Gifted ELLs, ELLs with Special Needs and professional development for WIDA English Language Proficiency Standards.

To register: http://10.1.204.5/title_3/dcmtg07.htm

3. WIDA ACCESS & W-APT Updates

ACCESS FOR ELLs ADMINISTRATOR TRAINING-NOVEMBER 14, 2007

KDE is offering one ACCESS for ELLs training before the statewide testing window. This training will be held in **Frankfort** at the **Transportation Building** (next to Capital Plaza Tower) from **8:30-4:00**, with registration beginning at 8:00 a.m. **This training is required for ALL NEW DACS, ELL Coordinators and other ACCESS test administrators and optional for those who need a refresher course.** This on-site session will provide an introduction to ACCESS training. Note: Participants who wish to be certified as ACCESS test administrators must complete the ACCESS certification process on-line. To register for the training:

<http://oapd.kde.state.ky.us/lep/access.htm>



ELL Newsletter ~ Title III LEP/Immigrant Kentucky Department of Education Fall 2007

ACCESS for ELLs WINDOW SET

The statewide testing window for ACCESS for ELLs has been set for **January 7 through February 15, 2008**. District Assessment Coordinators (DACs) have been notified of the dates for the ordering of Pre-IDs and test booklets, delivery of test materials and return of all materials.

Look for this information in the DAC Monday email at

<http://education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/District+Support/Communications/default.htm>

W-APT AND D2L PASSWORDS FOR ELLs

Passwords for the W-APT (WIDA Access Placement Test) and ACCESS for ELLs will not change for 2007-08. Please contact your **District Assessment Coordinator** (DAC) for your district W-APT password information. For the ACCESS for ELLs, only new personnel to the districts will need a **D2L** (Desire 2 Learn) password. **For D2L passwords, please contact Chris Williams** at KDE (502) 564-4394 ext. 4106.

4. SCIENCE REQUIREMENT FOR LEP STUDENTS IN SPRING 2008

NCLB requires that all students, **including LEP**, in grades 3-8 and once in high school be assessed for academic achievement in reading, math and **science**. First year LEP students will be required to participate in the science assessment in grade 4, 7 and 11 beginning in **spring 2008**. Participation means that LEP students will need to complete at least four (4) multiple-choice **OR attempt** one (1) open response question. The requirements for second year LEP and beyond remain the same as spring 2007.

5. PROFESSIONAL DEVELOPMENT OFFERED ONLINE INSTRUCTIONAL APPROACHES FOR TEACHERS OF ELLs

All K-12 teachers can learn how they can more effectively include, instruct and nurture students whose native language is not English. Learn strategies and instructional approaches to help ELL students access the curriculum.

For more information: <http://education.ky.gov/JumpTo/?jump=eLearning>

For registration: <http://education.ky.gov/FormServ/?ID=ELearningKY>

TESOL OFFERS ONLINE PROFESSIONAL DEVELOPMENT

Join a cohort of ESL educators, content-area teachers and administrators for an interactive online course taught by the authors of the PreK-12 English Language Proficiency Standards. Don't miss this opportunity to learn about, discuss, and apply the new standards.

Using the PreK-12 English Language Proficiency Standards to Inform Instruction and Assessment

October 1-November 11, 2007

Instructors: Anne Katz, Lynore Carnuccio, Margo Gottlieb, and Gisela Ernst-Slavit

Register now- limited space available

For complete program and registration information click on the following link:

http://www.tesol.org/s_tesol/sec_document.asp?CID=244&DID=9350

TESOL 90-MINUTE VIRTUAL SEMINAR

In professional development work with mainstream teachers, it is not uncommon to hear the comment that ESL appears to be "just good teaching." Although commonalities exist, the presenters argue that ESL teacher expertise is distinctive in important ways. So what do ESL teachers typically know and do that sets them apart? TESOL addresses this question through a conceptual framework, providing specific examples at elementary, secondary and postsecondary levels. **TESOL contact for these programs:** edprograms@tesol.org

*** Is the Emperor Wearing Any Clothes? Is ESL Just Good Teaching?**

Wednesday, October 10, 2007, 3:00 pm to 4:30 pm EST

Presenters: Candace Harper, Ester de Jong, and Jodi Crandall

For complete program and registration information click on the following link:

http://www.tesol.org/s_tesol/sec_document.asp?CID=1426&DID=4442



ELL Newsletter ~ Title III LEP/Immigrant Kentucky Department of Education Fall 2007

6. ENGLISH LANGUAGE PROFICIENCY STANDARDS UPDATE

The National Technical Advisory Panel for Assessment and Accountability (NTAPAA) has completed a review of the alignment process conducted to determine the degree of alignment between the WIDA *English Language Proficiency Standards for English Language Learners* and Kentucky's Core Content standards and language proficiency standards.

KDE is recommending acceptance of the WIDA Consortium *English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12* as a companion document to the *Program of Studies for Kentucky Schools Primary – 12 (2006)* in guiding instruction for Kentucky English language learners. The results of the alignment study suggest a strong linkage between the WIDA Model Performance Indicators and the Kentucky *Core Content for Assessment*. Although the results suggest varying degrees of alignment between the WIDA Model Performance Indicators and Kentucky reading, math and science *Core Content for Assessment*, the recommended findings did not require adjusting or adapting WIDA standards. The design of the WIDA model performance indicators allows for transformations for classroom instruction.

A group of Kentucky stakeholders met in Frankfort on July 31, 2007 to discuss professional development options to promote the understanding and use of these standards. A draft copy of the 2007 WIDA Standards can be found at www.wida.us

7. FOR YOUR INFORMATION

New Issue Brief on English Language Learners: On February 23, 2007, The Alliance published a new issue brief, *Urgent but Overlooked: The Literacy Crisis Among Adolescent Learners English Language* <http://www.all4ed.org/publications/IssueBriefs.html>, which reviews the existing research on literacy instruction for America's roughly two million adolescent English language learners (ELLs) and examines the challenges that America's secondary schools face in educating them.

Improving Literacy Outcomes for English Language Learners in High School

Considerations for States and Districts in Developing a Coherent Policy Framework

By: [Nanette Koelsch](#)

[VIEW ONLINE/PDF](#)

This research brief, published by the National High School Center, outlines existing barriers regarding teacher expectations, tracking, and placement of English language learners. Author Nanette Koelsch, Senior Research Associate in WestEd's Teacher Professional Development Program, finds that states and districts need to change their approach for working with English learners from one of remediation to academic acceleration and enrichment. Koelsch offers key policies and useful strategies for building capacity and creating learning environments conducive for the academic success of all students.

Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations For Instruction and Academic Interventions

This document was written primarily for the group of ELLs who are adolescent newcomers to the United States and who have a relatively short period of time in which to simultaneously develop academic language skills and master grade-level content. This document provides evidence-based recommendations for policymakers, administrators, and teachers in middle and high schools who seek to make informed decisions about effectively serving adolescent newcomers. For more information on this Center on Instruction report, click on the URL link below.

<http://www.centeroninstruction.org/files/ELL1-Interventions.pdf>

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades

This National Center for Education Evaluation and Regional Assistance (NCEEER) Practice Guide is the first in a series of IES guides in education that are developed by a panel of experts. The guides are intended to bring the best available evidence and expertise to bear on the types of systemic challenges that cannot currently be addressed by single intervention or programs. This first guide addresses the challenge of providing effective literacy instruction for English learners in the elementary grades. Although the target audience is a broad spectrum of school practitioners such as administrators, curriculum specialists, coaches, staff development specialists and teachers, the more specific objective is to reach district-level administrators with a Practice Guide that will help



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them develop practice and policy options for their schools. The Guide offers five *specific recommendations* for district administrators and indicates the *quality of the evidence* that supports these recommendations.

<http://ies.ed.gov/ncee/pubs/20074011.asp>

The Internet Picture Dictionary

Study English while expanding your English vocabulary! Browse & learn English language words at the following site: <http://www.pdictionary.com/>

8. UPCOMING PROFESSIONAL DEVELOPMENT

- **Mini-English Language Learners Academy (Mini-ELLA) 2007** Open to K-3rd grade teachers
October 24, 2007 SESC-Richmond
October 25, 2007 NKCES-Lakeside Park
Registration link: <http://oapd.kde.state.ky.us/rf/miniell.htm>
- **KY Migrant Conference, "Serving EVERY Child Academy"**
September 18-21, 2007 Louisville, KY
More information: Michael.Hay@eku.edu
- **Southeastern TESOL (SETESOL)**
November 29-December 1, 2007 Louisville, KY
More information: www.kytesol.org/conferences.htm
- **Annual Diversity Conference**
February 6-7, 2008 Eastern Kentucky University, Richmond, KY
More information: Tom.Bonny@eku.edu

9. Questions from the Field

Q. Where should districts place ELLs in terms of grade level?

A. ELLs should be placed age-appropriately, regardless of the amount of prior formal education or level of English language proficiency. The exception to this "age appropriate" placement is high school. High school students are placed according to credits acquired (e.g., a 16 year-old with no high school credits should be placed as a 9th grader).

Q. How long does it take for ELLs to acquire oral English as a social language, commonly called BICS (Basic Interpersonal Communication Skills)?

A. Depending on the individual child, it could take one to three years to fully develop social English (oral).

Q. How long does it take ELLs to be fully English proficient?

A. Depending on the individual child, it could take five to seven years to be fully English proficient (FEP) across all four domains (listening, speaking, reading and writing). Language across these four domains does not progress at the same rate.

Q. Does an ELL need to be re-administered W-APT every time they move from one Kentucky district to another?

A. No, the ELL should not be re-assessed with W-APT when moving from one Kentucky district to another. Since Kentucky now has a universal SSID number for students, each district is able to view W-APT (and ACCESS) scores in STI and Infinite Campus. Additionally, the new district should contact the prior district for ELL's academic and ELL history.

Q. Should special education students be administered W-APT if their home language survey indicates a language other than English?

A. For the present time, yes, all students whose home language surveys indicate a language other than English should be administered W-APT when they enter a Kentucky district. An overall composite level of 5.0 or less serves as a catalyst for collaboration with the ELL and ECS staff to determine the best plan to serve individual students. Should that team determine the ECS team could provide the best services, ELL staff should continually be included in meetings for these students. Whereas ECS expertise lies in addressing specific needs of students, ELL staff can assist with potential concerns of parents of other languages and cultures.